Gateway Federation
Lea Church of England Primary, Gateway Lodge Nursery and Gorsley Goffs Primary School.







Anti-Bullying Policy

Written by:	SLT in consultation with staff and parents.
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Links with other school policies and practices

This Policy links with a number of other school policies and practices and should be read in conjunction with the:

- Complaints policy
- E Safety policy
- PHSE and SMSC
- Behaviour and Discipline Policy
- Safeguarding Policy and procedures
- The recording of racial incidents

Anti-Bullying Policy

Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual. Through the implementation of this policy, together with the Safeguarding Children Policy, we aim to help children grow in a safe and secure environment and become positive, responsible and increasingly independent members of our school community. Central to this aim is the expectation that the children of The Gateway Federation Schools will display high standards of behaviour and attitudes, and treat other people as they would wish to be treated themselves. This anti-bullying policy is designed to support the way in which all members of these school communities can live and work together.

What is bullying?

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms.'
(DfE Preventing and Tackling Bullying October 2014)

Bullying can be **physical** e.g. hitting, kicking, interfering with or taking belongings, or **emotional** e.g. name calling, teasing, spreading nasty stories, racial or sexual harassment and intimidation, or rude/aggressive gestures. Bullying **can also be** making threatening looks, racial comments, cyber-bullying or simply being excluded by those believed to be friends. Bullying often involves an imbalance of power. We can use the acronym STOP (Several Times on Purpose) to help children remember.

Why is an anti-bullying policy necessary?

Pupils have the right to learn and play in a supportive, caring and safe environment without the fear of being bullied. All children (and adults) have the potential for bullying behaviour, given certain circumstances. It is important that the school has a clear written policy, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

How can we prevent bullying?

The Gateway Federation schools use a variety of methods for helping children to feel safe and secure and to prevent bullying. These include:

- Working together with parents to promote a caring community based on Christian values and teachings that underpin our society.
- Having a focus on the School Vision and through our Values Assembly Themes or Collective Worship.
- Giving children the opportunities to discuss issues surrounding behaviour problems and bullying during circle time, PSHE and Citizenship lessons.
- Ensuring all children feel they can talk to someone in school.
- Promoting self-esteem and confidence through PSHE and developing effective SMSC, in all areas of the curriculum and school life.
- Focused work, exploring ideas around anti-bullying and E-Safety.
- Ensuring children's concerns are listened to and acted upon.
- Opportunities for children to place notes in Feelings/Reflection boxes, which are in all classrooms and are checked regularly.

Children and parents are also consulted through in-school questionnaires. The results of these questionnaires are promptly responded to by staff and reported back to parents.
The ethos and working philosophy of The Gateway Federation Schools, means that all staff actively encourage children to have respect for each other and for other people's property.

Positive behaviour is acknowledged and rewarded. Children are taught about what constitutes bullying and how it differs from incidents of misbehaviour. Children are taught that they do not have to be friends with everyone, but they must be respectful of other's feelings.

How we deal with bullying if the problem arises?

We must create a safe, secure learning environment where children have the confidence and strategies to speak up and tell of any bullying experiences, knowing that some positive action will be taken.

Children in The Gateway Federation Schools are actively encouraged to report any incident which they consider to be bullying to an adult in school. They are also encouraged to talk to their parents/carers about anything they are concerned about. The children can also leave messages in the "Feelings/Reflection boxes"- located in the classrooms- if they find it difficult to speak to a member of staff.

All staff must be watchful and aware of the problem of bullying and observe social relationships between pupils. Staff must remain vigilant about bullying and approach this in the same way as any other safeguarding issue: do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.
Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Procedure for dealing with reported incidents of bullying

See Appendix i for 'Gateway Federation Schools Procedures for Addressing Bullying Behaviour' diagram.

When an incident is reported…

At playtime / lunchtime, the member of staff will:

- Listen to the child's report of the incident.
- Where necessary, take notes of names of participating children, the incident and possible witnesses.
- Reassure the pupil that they have done the right thing.
- Where this involves particularly vulnerable children, or serious incident, it may be appropriate to involve the Class Teacher / Head of School/Executive Head immediately.
- Otherwise, pass this information on as soon as possible to the Class Teachers involved.
- Reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

The Class Teacher will:

- Listen to the child's report of the incident.

- Take notes of names of participating children, incident and possible witnesses.
- Reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.
- Reassure the pupil that they have done the right thing.
- Investigate further by talking to all children involved.
- Make sure the 'Serious Incident Record Sheet.' is filled out and filed with the Head of School or Executive Head Teacher.
- If bullying is not suspected, then the incident of misbehaviour will be dealt with according to the Behaviour and Discipline Policy.
- In the case of potential racist/homophobic bullying, this must be reported to the Head of School or Executive Head Teacher immediately.
- If bullying is suspected, this information will be given to the Head of School or Executive Head Teacher.

The Head of School/Executive Head will:

- Talk to all children involved and decide if this is a bullying incident or not. If not, it will be dealt according to our Behaviour Policy.
- Record on MyConcern, and note as **Potential Bullying/Bullying**. This would include incidents where staff have had to become involved and speak with children, or where parents have raised concerns regarding bullying.
- Discuss with all relevant staff and parents of the children involved.
- Report incident of bullying to the Governing Body.
- Record more serious incidents using the 'Serious Incident Record Sheet / MyConcern.'

Parents are asked to:

- Listen to the child's report of the incident.
- Take notes of names of perpetrators, incident and possible witnesses.
- Contact school as soon as possible to pass the information on to the Class Teacher or Head of School/Executive Head.
- On receipt of this information **the school** will then investigate further, talking to all children involved to establish a clearer understanding.

Parents, please do not:

- Attempt to sort the problem out yourself.
- Encourage your child to be 'a bully' back.

What happens next?

- All incidents of bullying are recorded on MyConcern.
- Where incidents are deemed to involve bullying the parents will be contacted as soon as possible.
- Perpetrators will be sanctioned appropriately, referring to our Behaviour Policy. This may involve:

-missing playtime/lunchtimes.
-writing an explanation for the incident or writing a letter of apology.
-removal from the class.
-loss of privileges / school trips / sporting events etc.
-behaviour target card.

- If the perpetrator repeats this behaviour on a number of occasions within a term, or a single incident is deemed serious, a fixed-term or permanent exclusion will be considered by the Head of School/Executive Head.
- Children who perpetrate frequent acts of bullying may be in need of support from external agencies, e.g. Behaviour Support Team, Educational Psychologist. A pastoral support plan may need to be put in place.
- Children who frequently report acts of bullying against themselves may also be in need of support. Following discussions with parents, appropriate support will be put in place.
- The victim should always be reassured and informed of any sanction given to the perpetrator, where appropriate.
- On a case by case basis, the school may decide to use other effective nationally recognised methods to support the bully and children being bullied, such as the 'no-blame approach,' 'peer counselling,' 'restorative justice,' and 'circle time.'
  (See appendix B. for an outline to these approaches.)
- Monitor the situation carefully.

Support and Information for Parents and Families

Parents and families have an important part to play in helping us deal with bullying.

Watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying. It can be helpful to ask questions about progress and friends at school; how playtimes and lunchtimes are spent; and whether your child is facing problems or difficulties at school.

If you suspect your child is being bullied

- Calmly talk to your child about it
- Reassure your child that telling you about the bullying was the right thing to do
- Explain that any further incidents should be referred to their Class Teacher immediately.
- Make an appointment to see your child's Class Teacher and explain the problems your child is experiencing.

Talking to the Class Teacher about bullying:

- Try to stay calm – bear in mind that the teacher may be unaware that your child may be being bullied.

- Be as specific as possible about what your child says has happened – give dates, places and names of other children involved.
- Ask if there is anything you can do to support your child.
- Liaise appropriately with the Class Teacher.

If you feel your concerns have not been addressed:

- Make an appointment to see the Head of School or Executive Head Teacher to discuss the situation.
- If you still feel your concerns have not been addressed, then please follow the **school's Complaints Procedure.**

If you suspect your child is bullying other children:

Often parents are not aware that their child is bullying others. We ask parents to discourage their child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Children can bully because:

- they don't know it is wrong.
- they are copying older brothers and sisters or other people in the family they admire.
- they haven't learnt other, better ways to mix with their peers.
- their friends encourage them to bully.
- they are going through a difficult time and are acting out aggressive feelings.

To stop your child bullying others:

- Talk to your child explaining that bullying is unacceptable and makes others unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how to join in with other children without bullying.
- Make an appointment to see your child's Class Teacher; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are co-operative or are kind to other people.

Information for Pupils

If you think you are being bullied…

- Try to stay calm and look as confident as you can. It is not your fault.
- Be firm and clear – look them in the eye and tell them to stop.
- Ignore them and walk away from the situation**.**
- Tell an adult what has happened straight away.
- Use the classroom worry box if you feel unable to tell anyone.
- Never do what they say, get angry or look upset.
- Do not hit back / retaliate.

Always……..

- Tell a teacher or another adult in school.
- Tell someone at home.
- Talk to a friend and ask a friend to come with you if you are too worried to tell an adult yourself, or put a note in the feelings box in your classroom.
- Keep speaking up until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened.

When you talk to an adult about bullying, be clear about:

- What has happened.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.
- What you have done about it already.

Appendix A.
Flow Chart.
Gateway Federation Primary School Procedures for Addressing Bullying Behaviour

School becomes aware of potential bullying incident.

Class Teacher FULLY investigates by: talking separately (and possibly together) to the children involved. May speak to other children as well.

1. One off incident, no bullying identified

1a. Teacher speaks to both children and follows behaviour policy.

1b. If reported by a parent, report back. Otherwise parental involvement unlikely.

1c. Class Teacher to monitor the situation. If an incident has been discussed with other children, it is likely that the incident would be recorded on our 'Incident Record sheet/ MyConcern.'

2. Potential bullying incident / potential for bullying to develop

2. Bullying identified

2a. Incident(s) fully investigated. Incident recorded on MyConcern and discussed with all relevant / involved staff at school, to make them aware, including lunchtime staff and all teachers / TAs etc. Serious Incident Form / MyConcern also completed.

2b. ***Speak to perpetrator again,*** *discuss incident(s)* again and find a way forward. Make it clear that this behaviour has to stop and that you will be monitoring things very carefully. Put in place sanctions as necessary.

2c ***Speak to victim again,*** *and explain actions, reassure and tell them that you will be checking regularly with them, to find out if everything is OK.* Develop positive strategies to give them confidence.

2d. Develop positive strategies to work with the perpetrator and check for updates with both parties. Parents may be informed.

3. Bullying doesn't stop

3a. ***Both sets of parents informed*** of incident(s). Perpetrator's parents are informed that incident has been reported as a logged record. Action already taken reported and future action discussed. Incident(s) recorded and dated. Parents comments noted.

3b. Head Teacher involved and alongside the Class Teacher, take responsibility to organise the following as deemed necessary:
- ***mediation*** session with both children or other approach taken.
- ongoing monitoring of the situation with both children.

3c. If deemed necessary, more formal meeting organised with school and parents.

3d. Appropriate sanctions enforced and positive strategies put in place, to work with the perpetrator (this may involve outside agencies) Progress noted.

3e. ***Speak to victim again,*** *and explain actions, reassure and tell them that you will be checking regularly with them, to find out if everything is OK.* Develop positive strategies to give them confidence. Monitor.
Consider what support (if any) is necessary for the victim.

4. Issues Resolved

4. ***If issues have been resolved*** :

-No further action taken, although Class Teacher is to monitor.

5. Issues not resolved.

5. If issues have not been resolved, further action taken.

3d. Exclusions enforced for perpetrator:
i. within school (e.g. playground
ii. fixed term exclusion
iii. permanent exclusion

APPENDIX B.
Over view of different methods which may be employed in schools.

<u>Proven methods of dealing with bullying behaviours that some schools find useful.</u>



Schools may use different methods to help deal with bullying or potential bullying, including the no-blame approach, peer counselling, restorative justice and circle time.

The no-blame or support group method

In this method, the victim, or target, of the bullying is interviewed and asked to draw a picture or write a poem about the effect bullying has had. A teacher will then hold a meeting with a group of students including the bullies, those who may have seen the incidents and others who are not directly involved. The teacher explains to the group how the victim is feeling and the group then offers suggestions to find a solution.

Removing blame from the process allows the perpetrators to involve themselves in finding a solution without feeling threatened or defensive. Those who were bystanders are given a chance to see that by doing nothing, they were condoning the bullying.

The group is encouraged to come up with practical problem-solving solutions and the responsibility for carrying out these ideas rests with the group.

Each pupil in the group then carries out their own solution, so that a child who has been excluded from activities with other children may now have someone to play with and another may accompany him on other occasions to make sure there is no bullying.

A week or so later the group reconvenes to discuss progress and what has been achieved. Records are sometime kept of the way this method is carried out, but not always.

Counselling/mediation between the bully and victim

The pupils involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints. This seems to be a more effective approach when pupils who are friends fall out, but could be less effective at resolving full scale bullying.

When using this method, schools should consider carefully the skills of the mediator and the capacity of staff to carry out follow-up work and ensure positive behaviour continues after the sessions end.

Circle time

Many primary schools use Circle Time. Pupils sit in a circle and play games or do fun activities for a short time. Then they can discuss matters as a group, including bullying. This is a way for everyone in class to take part in a structured way.

This includes listening to the person making the points without making remarks or laughing. Some schools may use a toy or emblem, representing the opportunity to talk uninterrupted for the person who is holding it.

Lots of care will need to be taken with this method to ensure children feel safe and well supported when talking about sensitive issues.

Peer support programmes (Often a Secondary School approach)

These strategies are more popular than others, particularly among schools which favour a "whole school approach" and particularly among those pupils chosen as peer counsellors who enjoy the responsibility. The idea is that everyone in school knows that bullying is unacceptable.

In brief, older pupils undergo training into the effects of bullying, and how to care for younger pupils who are unhappy because of it. These volunteers are then identified by badges or ribbons and pupils know they have someone of their own age who will take their concerns seriously. Strong teacher involvement is highly recommended.

Recognising that some children may not have friends, some schools set aside a quiet place where pupils can go to, although this too can have problems. Boxes can be placed around school so that children who are upset and don't want to approach a volunteer directly, can still use the service by sending a note.

With the right training for peer counsellors, this can be a very effective method. We sometimes hear from young people asking for advice on dealing with bullying related issues which should be covered in their training. Peer counsellors should be given regular staff support and very clear guidelines on what sort of interventions they can carry out and when their concerns should be passed to a teacher.

'Telling' schools

Schools in the UK are increasingly describing themselves as 'telling' schools and they sometimes operate this system in conjunction with peer group schemes in secondary schools. It seems to be popular in primary schools too.

It means that even if the bullying target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. It's a deterrent because the bully knows that he or she won't get away with it.

This is a good idea as bystanders are often a key to resolving bullying. This policy needs to be publicised regularly so that pupils are not made to feel they are telling tales.

Restorative justice

Restorative Justice has been used in criminal cases to help offenders understand the effect they've had on the victims of crimes such as burglary and assault. A similar process can be used with bullies in schools.

The victim is given an opportunity to meet with the bully face to face in a safe and supervised setting and talk through the impact that the bullying has had, or is having, on them. Peer mediation and circle time are often part of this process. Restorative justice is designed to empower the victims and to help the perpetrators understand the human consequences of their behaviour.